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ABSTRACT

Using the New York state social studies 11th grade syllabus as a guide, the developer of this guide has adapted statements of understandings and has added resources and research questions to give students a better perspective on the role of women in United States history. Five broad topics are explored: The American People (immigrants, culture patterns, civil rights); Government and Politics (Constitutional theory and practice, New York State government); American Economic Life (mercantile and industrial capitalism); American Civilization in Historical Perspective (education, mass media); and The United States in World Affairs (power and commitment). Within each area, the author has taken statements of understandings required of students and has suggested related research and discussion topics and resources to substantiate women's involvement. For example, in the education section of the topic American Civilization in Historical Perspective, one general understanding which students must develop is that "the belief that democratic society is dependent upon the education of its citizens underlies the history of free public education." With respect to this statement, students are asked to compare in what ways women have been educated differently from men in the colonial period, in the 19th century, and today. Three references are cited which will give specific information about this issue. It is suggested that teachers use the guide flexibly with the varied needs of individual classes. (AV)

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Balancing the picture

INTEGRATING WOMEN INTO AMERICAN HISTORY

A Guide to Provide Balance
for the Syllabus in Social Studies 11

Syr 010 907

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York 12234

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FOREWORD

An important consideration in the development of a syllabus is that of its flexibility. Teachers must be able to adapt these documents to develop a course of study particularly relevant and appropriate for students in their schools. The syllabus must be capable of being updated and corrected, as errors or omissions become apparent.

Balancing the Picture: Integrating Women Into American History has evolved from such a local adaptation. Clarisse Gillcrist, a social studies teacher at Lakeland High School, Shrub Oak, developed a guide for use by her own social studies department, using the State Social Studies 11 syllabus as the base. By adding questions, and one major change in an understanding, she has provided opportunity for every student of American history, male and female, to gain a more balanced picture of the American people and development of this Nation. Ms. Gillcrist has very generously agreed to permit the Department to publish her guide, subject to a few changes in format which are necessary for statewide distribution. Her careful annotation of references related to each of the topics she has developed will be very helpful in implementing this guide.

Donald Bragaw, Chief, and Coe Dexter, John Dority, Jacob Hotchkiss, and Kenneth Wade, of the Bureau of Social Studies Education, approved the proposal to make the guide available to schools, and made helpful suggestions concerning adapting the manuscript. Loretta Carney, Associate in Social Studies Education, who has chaired the Committee on Sexism and Social Justice of the National Council for the Social Studies made an intensive review of the manuscript and provided appropriate additions to the text. Janet Gilbert, Associate in curriculum development, prepared the manuscript for printing.

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HOW TO USE THIS GUIDE

In 1976 in New York State, girls comprised 50.2% of the total number of high school students graduating from public and private institutions. If these graduates remain within the State, they will be part of a population which the 1970 census defined as 52.2% female.

Most of these female graduates, however, learned very little about the part that women have played in American life. Their sense of identity with those who developed this nation from a few frontier outposts along the eastern seacoast to its present condition is one of secondary status. "The pioneers moved west and took their wives and children with them" conjures up a picture of the females sitting on the sidelines, watching the males struggling with the adversities of frontier existence.

Although the frequently used term "herstory" may be etymologically incorrect, it does reflect the growing awareness that males have been given the visibility in history, largely because of the emphasis upon military events and political institutions from which females were excluded. A balanced picture requires an understanding of how all of the people lived and worked and contributed to this country's development, even though they may not have been included in the small band of military and political heroes who have dominated the traditional history course of study. Women shared equally in the harsh conditions of the wilderness, the sufferings of economic depressions, the fears and despairs of a country at war, as well as the pressures and sense of accomplishment resulting from the developed homestead or the successful social crusade. This publication is designed to help the teacher provide this balance. Students should be held responsible for understanding the role of women in American society from earliest times to the present.

Structure of the Guide

The present syllabus for Social Studies II lends itself to adaptations which will provide a much more balanced picture of American life throughout our history. This guide suggests ways of making these adaptations. With one exception, the understandings of the 1967 revision have been retained, and additional questions have been added, which provide content related to the role of women.

In only one instance has an understanding been changed. Understanding 8 in Topic I as it appears in the syllabus, gives an oversimplified picture of women and the struggle for equality in the various periods of American history. There is an implication of a steady progression toward success, with all women equally committed, and everyone attaining equal benefits. Actually, the degree of legal independence, authority, opportunity for education, and work experience varied, depending upon a woman's social status, ethnic identity, and economic situation. Women were by no means in agreement about the desirability of political and economic equality to men in the past. Furthermore, those who wanted equality often differed over ways to accomplish it. There were many men who worked hard for women's suffrage; they are usually "lost" in discussions of social reformers in American history. It is hoped that the revised wording will provide for a more accurate picture of this important part of American history.

The synopsis that introduces Topic I has also been revised, not only to recognize that women are also included in "the American people," but also to acknowledge the importance of ethnic identity for many in the American population. Although the syllabus as written did not support the melting pot thesis, emphasis should be given to the positive aspects of the variety that is our population, and to the responsibility everyone has, to respect the rights of each individual. A few concepts which reflect these changes have been added to Topic I.

Use with the Syllabus

The teacher is reminded of the purpose of the questions in the syllabus, and their relationship to the understandings. They are suggestions of content which can be used to help students reach the understanding. It is not necessary for every student to deal with every fact implicit in the questions given. An entirely different body of content might serve one group of students better in developing the understanding.

Understanding 5 in Topic II, states, "THERE HAVE BEEN MANY INSTANCES OF EXTRAORDINARY LEADERSHIP AND POWER DISPLAYED, OR INFLUENCE EXERTED UPON LEGISLATIVE DECISIONS, BY INDIVIDUALS OR BY CONGRESSIONAL COMMITTEES." The major emphasis of the questions given in the syllabus is upon leadership or power wielded by members of Congress, although the role of lobbyists and pressure groups is also included. The questions suggested in this guide concern several instances in which women in Congress and/or women in pressure groups have secured desired legislation. In place of the suggested study of the passage of the 19th century railroad legislation, a case study of the creation of the Women's Bureau might provide a class with an understanding of the nature of pressure groups, their methods of operating and the contributions which they can make to the legislative process.

The understanding would also provide opportunity for an analysis of the legislative leadership throughout our history: sex, age, ethnic identity of the leaders and/or power figures in various periods of our history. Such a discussion could have more meaning to many students than the suggested study of the three 20th century legislators. When did the Irish find a place in this group; the Italians; the Jews; the blacks? To what extent have women demonstrated leadership in the legislative process, despite their under-representation in both houses?

Some Practical Aspects

Only the understandings which have additional questions and comments have been included in this guide. This is NOT a complete American history syllabus. Any teacher of the course who does not have a copy of the total syllabus as published in 1967 and reprinted frequently since then may secure one by requesting the school administrator to order one from this Department.

References are given because many teachers have not had much background in this area. Plan to include some of these references in your suggestions to the librarian for next year's order!

Additional source materials are available in publications recently distributed to the field. *Materials for Using the American Issues Forum in the American History Classroom* includes a number of resources, including Topic III, "Certain Unalienable Rights," Topic V, "Working in America," and Topic VIII, "Growing Up in America." *Moving On: The History Resource Packet* includes excerpts from the trial of Susan B. Anthony in the Liberty folder.

The Teacher as Editor — Still!

The guide is not intended to add more content for students to assimilate, but to provide the teacher with a wider and more representative body from which she/he, the "editor," makes selections appropriate for the class. All teacher-editors are reminded that males as well as females need to know about the place of women in the development of our country. An assignment of women leaders to girls and men as leaders to boys can only result in more distortions of American history.

TOPIC I
THE AMERICAN PEOPLE

A study of the United States as a "nation of immigrants" permits one to look at the common elements in the experiences of the many diverse groups within our population. Any group may be analyzed in terms of the culture of the homeland, the changes brought about by the new environmnet and the situation into which these people came, the patterns of life and values held by the majority of these people today, and their contributions to American life. The rich cultural diversity of many communities in this State would suggest the value of case studies related to the Italian, Polish, or the German, Russian or Polish Jewish experience, for example.

Several dangers of highlighting ethnicity should be kept in mind, however. Separatism, rather than an appreciation of the richness of life which results from cultural diversity, is sometimes a byproduct of ethnic emphasis. Concentration on one group experience, therefore, should be seen in terms of giving some young people a chance for identity in a study of American history.

Assumptions that the immigrant experience was equally difficult for all, but all had an equal opportunity for success may result from too limited a study. The difference in the black experience alone points out the absurdity of such a generalization. People who came against their will, and who were regarded by many as property rather than humanity, still are frequently made subjects of discrimination.

No study of the American people in schools in this State should omit a significant segment of our population who were not immigrants. Largely the victims rather than the victors in the American immigration story, the Native Americans have a history of both cultural persistence and cultural destruction which ought to be a part of this study.

The study of population in this topic is focused upon the ways in which population distribution and changes in distribution affect American society. However, the whole subject must be considered in terms of global population factors. There can be no isolation from population problems in any part of the world.

The extension of individual rights has been a major concern from the founding of our Nation. Some people, such as the blacks, have had much longer and more difficult struggles, and for many the victories are not yet achieved. In the women's rights movement, as in other similar quests for change, there have been and continue to be many differences of opinion, both among women and among men. To teach that all women wanted to vote, or that all men opposed it is as distorted as today's misrepresentations of the advocates and the enemies of equal rights legislation. Though the times and methods have differed in securing these goals, the motivations have been the same, namely, the realization of the dignity and worth of every individual.

This is not a complete reprint of Topic I of the Syllabus for Social Studies 11. Only relevant understandings are included.

CONCEPTS

A few concepts which have been introduced or extended in interpretation by the understandings and related content in Topic I include:

Assimilation	Displaced Person	Minority	Social Class
Civil Rights	Ethnicity	Nativism	Social Conflict
Culture	Feminism	Population Explosion	Social Mobility
Discrimination	Immigration	Sexism	

Additional concepts should be introduced or identified by the teacher and the class, in working with Topic I.

Immigration and Reaction to Immigrants

The combination of the needs of peoples from older cultures and the demands of the vast American continent for settlers ultimately led to the development of our modern pluralistic society.

1. THE PEOPLE OF THE UNITED STATES, THOUGH CHIEFLY FROM WESTERN EUROPE, REPRESENT EVERY PART OF THE WORLD.

Additional questions:

- What changes in the status of women occur when their ratio in the population in relation to men changes?
  - colonial America - fewer women than men
  - western frontier, 19th century - fewer women than men
  - New England, 19th century - fewer men than women

References

Lerner, Gerda, *The Woman in American History*. Reading, Mass.: Addison-Wesley, 1971.

Millstein, Beth, and Bodin, Jeanne, *We, the American Women*. New York: Ozer, 1977.

2. THERE ARE COMMON THREADS IN THE MOTIVATIONS FOR THE IMMIGRATION TO THE UNITED STATES, WITH VARIATIONS RELATED TO SOURCE AND TIME OF MIGRATION.

Additional questions:

- Why did women come to America? In what ways might their reasons differ from those which men had?
  - Puritan families
  - 19th century immigrant families
  - Emma Goldman: an exception to the immigrant pattern of her day

References

Goldman, Emma, *Living My Life*, Vol. I. New York: Dover, 1970.
Emma Goldman's memoirs contain a good first chapter on the experience of an immigrant woman who comes to the United States on her own.

Howe, Irving, *World of Our Fathers, The Journey of the East European Jews to America and the Life They Found and Made*. New York: Harcourt Brace Jovanovich, 1976.
Millstein, Beth, and Bodin, Jean, *We, the American Women*. New York: Ozer, 1977.
Morgan, Edmund S., *The Puritan Family*. New York: Harper and Row, 1966.

American Culture Patterns

The whole of American culture patterns: that which is derivative and that which is original, reflects the diverse origin of the American people.

5. THE PEOPLE OF THE UNITED STATES ADOPTED AND ADAPTED THE SOCIETAL PATTERNS OF EUROPE.

Changes and Additional Questions

- Under the question "How was the European heritage reflected in the family patterns of the early colonists?"; a comparison is set up between the "Patrilineal society in early New England" and the "Nuclear extended family in the southern colonies." The southern family was not nuclear in any modern sense. It differed from the New England family, but both were based on the European patriarchal model.

- How did living conditions in the new area or community to which she came affect the economic and social status of the immigrant woman?
  - 18th century immigration to New England, New York, or Pennsylvania
  - 19th century German or Scandinavian immigration to the Middle West
  - 19th and 20th century immigration from Southern or Eastern Europe to American urban centers
  - immigration today

References

Aries, Phillipe, *Centuries of Childhood, A Social History of Family Life*. New York: Alfred Knopf, 1962.
Gambino, Richard, *Blood of My Blood*. Garden City: Doubleday, 1974.
Gordon, Michael, ed., *The American Family in Social-Historical Perspective*. New York: St. Martin's Press, 1973, Part I, "The Family: Aspects of Domestic Life."
Hoff, Rhoda, *America's Immigrants: Adventures in Eyewitness History*. New York: Henry Z. Walck, Inc., 1967.
Morgan, Edmund S., *The Puritan Family*. New York: Harper and Row, 1966.
Puzo, Mario, *The Fortunate Pilgrim*. London. Heinemann. 1965.
Spruill, Julia Cherry, *Women's Life and Work in the Southern Colonies*. Chapel Hill: University of North Carolina Press, 1938.

3. ALTHOUGH THIS NATION'S NEEDS FOR IMMIGRANTS PRIOR TO THE 20TH CENTURY WERE GREATER, MOST IMMIGRANTS, THEN AS NOW, HAVE EXPERIENCED SIMILAR SOCIOLOGICAL PATTERNS OF CHANGE.

Additional Questions

- What effect did the presence of women have on the pattern of change for the immigrant?
  - compare the Spanish colonies to the early English communities
  - 1900-1930 - Italian immigrant women
    note reference below for case study of Buffalo

References

Lerner, Gerda, *The Woman in American History*. Reading, Mass.: Addison-Wesley, 1971.

McLaughlin, Virginia Yans, "Patterns of Work and Family Organization of Buffalo's Italians," *The American Family in the Social-Historical Perspective*. Michael Gordon, ed., New York: St. Martin's Press, 1973.

Millstein, Beth, and Bodin, Jeanne, *We, the American Women*. New York: Ozer, 1977.

4. RESISTANCE TO IMMIGRANTS PRODUCED NATIVIST OPPOSITION TO NEWCOMERS AND EVENTUALLY RESTRICTIVE LEGISLATION.

Additional Questions

- Under what conditions were women also the victims of nativist attacks?
  - attacks on Catholic nunneries
  - exploitation of Irish domestic workers
  - the Palmer raids and "Red Emma"
  - anti-feminist and anti-female attacks of the Ku Klux Klan in the 1920's

References

Billington, Ray A., *The Protestant Crusade*. New York: MacMillan Co., 1938.

Drinnon, Richard, *Rebel in Paradise, a Biography of Emma Goldman*. Boston: Bantam, 1961.

Higham, John, *Strangers in the Land, Patterns of American Nativism 1860-1925*. New Brunswick: Rutgers Univ. Press, 1955.

Millstein, Beth, and Bodin, Jeanne, *We, the American Women*. New York: Ozer, 1977.

6. WITHIN THE VERY BROAD FRAMEWORK OF WHAT WE CALL AMERICAN CULTURE, WE FIND MANY CULTURAL PATTERNS.

Additional Questions

- Add to the question on subcultures - Is there a teenage subculture? How is it different for girls and boys?
  - black female adolescents compared to black males
  - white female adolescents, compared to white male adolescents

References

Brown, Claude, *Manchild in the Promised Land*. New York: Signet, 1965.
Demos, John and Virginia, "Adolescence in Historical Perspective," *The American Family in Social-Historical Perspective*. Michael Gordon, ed., New York: St. Martin's Press, 1973.
Goethals, George W. and Klos, Dennis S., *Experiencing Youth*. Boston: Little, Brown, and Company, 1970.
Ladner, Joyce A., *Tomorrow's Tomorrow*. New York: Anchor Books, 1972.
Maynard, Joyce, *Looking Backward: A Chronicle of Growing Up Old in the Sixties*. New York: Avon, 1974.
Meriwether, Louise, *Daddy Was a Number Runner*. Englewood, New Jersey: Prentice-Hall, 1970.

7. ALL GROUPS OF IMMIGRANTS HAVE MADE CONTRIBUTIONS BOTH INDIVIDUALLY AND COLLECTIVELY TO OUR COUNTRY.

Additional Questions

Note: In considering content to reach this understanding, emphasis was placed upon variety in contribution, rather than upon variety of contributors: background, ethnic identity, sex. Women immigrants who were scientists, journalists, artists, or inventors are certainly as valid case studies as the men listed in the syllabus. So are representatives of other ethnic groups. Rather than list additional names, it is suggested that teachers draw upon resources concerning immigration and women in American history, to give a more balanced picture.

- In what different ways did women immigrants contribute to the American economy:
  - in the colonies?
  - on 19th century farms?
  - in industry, in the late 19th century? in the 20th century?
- Why might it be said that in American history courses with heavy emphasis upon political issues and military events, contributions of most immigrants to some degree, but particularly of women are invisible?

8. ALTHOUGH AN IMPORTANT ASPECT OF OUR CHANGING AMERICAN CULTURE HAS BEEN THE REVOLUTION IN THE ROLE OF WOMEN, THE CHANGES DID NOT ALWAYS BRING GREATER EQUALITY, NOR WERE THE GAINS EQUALLY EFFECTIVE FOR ALL WOMEN.

Some objections have been raised to the word, "revolution," as indicating an immense change in the position of women and a corresponding increase in status which would belie the need for the current women's movement. Actually, many revolutions have brought insignificant gains or none at all. The word revolution often signifies more motion than accomplishment. However, the message from the original understanding was one of uninterrupted progress, with unanimity among women for political, economic, and social change, and with all women receiving equal benefits; this is incorrect for any social movement. The questions given in the syllabus suggest content that can be useful in helping students arrive at the revised understanding, but many other facets must be considered also. See pages 10 to 30 for a case study approach in dealing with this understanding.

Additional Questions

- When state constitutions were drafted during the American Revolution, Blackstone's *Commentaries on the Laws of England*, written in 1765, was frequently cited as the basis of the common law. He wrote, "By marriage, the very being or legal existence of a woman is suspended..." - What evidence is there, that a colonial woman enjoyed greater economic independence than did her counterpart in the early 19th century?
- Were women in every state disenfranchised by the new state constitutions? (Most feminist histories include reference to the New Jersey Constitution, which permitted all inhabitants worth £50 to vote; this was retracted in 1807.)
- What effect did industrialization and urbanization have upon the function of the family and the role of women? (Compare the pioneer family, with the involvement of all family members in providing food, shelter and clothing, with the household in which the father worked outside the home and received money for his labor.)
- What effect did increased wealth and leisure for the middle class have upon the nineteenth century concept of woman's role? upon acceptable careers and use of her time?
- How did the status of women differ with respect to race in the early 19th century? with respect to economic class?
- What changes were made in legal status and in access to education in the 1830's and '40's?
- What effect did the antislavery movement have upon the feminist movement prior to the Civil War?
- Why was the Seneca Falls Convention held? Have all the issues raised at that convention been accomplished?
- What evidence is there that there was disagreement among women, concerning their goals? concerning ways to accomplish these goals?
- What role did men play in the feminist movement? (Note: Histories based upon the Susan B. Anthony - Elizabeth Cady Stanton materials will present a different appraisal of the contributions of some of the men, including William Lloyd Garrison and Wendell Phillips, than will those accounts which are based upon the career of Lucy Stone. As is true of any historical research, the students should have access to a variety of sources.)
- What evidence is there in today's world that the 19th amendment did not give women political equality with men?
- Why do many feminists today resent the popular advertising phrase, "You've come a long way, Baby!"?

References

Gordon, A.D., Buhle, M.J., and Schrom, N.E., "Women in American Society," *Radical America*, Volume V., #4.

Hays, E.R., *Morning Star, A Biography of Lucy Stone*. New York: Harcourt, Brace, and World, 1961.

Kraditor, A.S., *Ideas of the Woman Suffrage Movement, 1890 - 1920*. New York: Columbus University Press, 1965, PB: Anchor Books, 1971.

Lerner, Gerda, *The Grimke Sisters*. Boston: Houghton Mifflin Co., 1967, PB: Schocken Books, 1974.

____, "The Lady and the Mill Girl: Changes in the status of women in the age of Jackson," Midcontinent American Studies Journal. X. No. 1. (Sp. 1969).
____, *The Woman in American History*. Reading, Mass.: Addison-Wesley, 1971.
Merriam, Eve, *Growing Up in Female America: Ten Lives*. New York: Dell, 1973.
Millstein, Beth, and Bodin, Jeanne, *We, the American Women*. New York: Ozer, 1977.
Ross, Nancy W. *Westward the Women*. New York: Alfred Knopf, 1944.
Welter, Barbara, "The Cult of True Womanhood," Wendy Martin, ed., *The American Sisterhood*. New York: Harper and Row, 1972.

Note: The pictures bound in the following section are taken from a book written in 1869 by Linus P. Brockett, M.D. The full title and subtitles are included, as is the explanation of the illustrations. Together they can provide a case study of the middle-class white female in the mid-nineteenth century, and the pressures imposed, to keep her in the home. Compare these with the picture, "The Slaves of the 'Sweaters,'" from the Harper's Weekly in 1890, to test the thesis that all women were not equally benefitted by nineteenth century changes.

Civil Rights

The present movement for civil and political rights in the United States for all individuals has a long historical background and grows out of the desire of all people to discover their individual and group sense of identity, worth, and dignity.

The natural rights theory on which the Declaration of Independence is based implies that men and women shall be equal before the law and that no man or woman shall be rightfully held in slavery. The unfulfilled promise in the Constitution is the basis of the drive for civil rights among blacks and women.

13. THE DEGREE OF SUCCESS IN THE STRUGGLE FOR CIVIL RIGHTS WAS GREATLY INFLUENCED BY THE LEADERSHIP OF THE MOVEMENTS.

Additional Questions

- What effect did differences of opinion in how the goals of the movement should be accomplished have upon the strength of the movement?
- How did the participation of women in abolition and other reform movements help develop leadership for the feminist movement?

References

See understanding 8, above.

CASE STUDY

An Alternative Approach in Dealing With the Substance of Understandings 8 and 13.

Develop some hypotheses to be examined concerning the changing role of women; some examples:

- Over the last 200 years women have steadily gained political and economic power.
- Women have been united in their efforts to gain equality.
- Men have played a significant role in the movement for equality for women.
- Throughout American history women of all economic and social classes, and places of residence have been similarly injured by lack of equality, and have been equally affected by steps toward equality.
- Social causes such as the antislavery movement and the temperance campaigns have both aided and held back the movement of equality for women.

Using the documents and pictures which follow, and references above for Understanding 8, test these and/or hypotheses developed by the class. Topic VIII, "Growing Up in America" of the *Materials For Using American Issues Forum in the American History Classroom* provides additional documentation, including contemporary material.

The pictures on pages 12 to 24 are taken from a
as the stereotypes that they are, depicting all wome
risking the loss of a placid existence, if women's s
with the picture from Harper's Weekly on page 25. T
women vote may be discussed with respect to the vali

TITLE PAGE

WOMAN:

HER RIGHTS, WRONGS, PRIVILEGES, AND RESPONSIBILITIES.

CONTAINING A SKETCH OF HER CONDITION IN ALL AGES AND COUNTRIES, FROM HER CREATION AND FALL IN EDEN TO THE PRESENT TIME: HER PRESENT LEGAL STATUS IN

ENGLAND, FRANCE, AND THE UNITED STATES:

HER RELATIONS TO MAN, PHYSIOLOGICAL, SOCIAL, MORAL, AND INTELLECTUAL: HER ABILITY TO FILL THE ENLARGED SPHERE OF DUTIES AND PRIVILEGES CLAIMED FOR HER: HER TRUE POSITION IN EDUCATION, PROFESSIONAL LIFE, EMPLOYMENTS, AND WAGES, CONSIDERED.

WOMAN SUFFRAGE,

ITS FOLLY AND INEXPEDIENCY, AND THE INJURY AND DETERIORATION WHICH IT WOULD CAUSE IN HER CHARACTER, SHOWN, AND THE BEST MEANS FOR HER REAL ADVANCEMENT AND ELEVATION DEMONSTRATED.

By L. P. BROCKETT, M. D.,

ILLUSTRATED

a book published in 1869. The pictures should be treated
en as leading comfortable middle class lives, and thus
suffrage is achieved. The first set should be contrasted
The group related to the changes the author foresees if
idity of his predictions. (pp. 19-24)

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ADVERTISEMENT.

(TO THE ORIGINAL EDITION)

It has been deemed desirable to illustrate this work somewhat largely, but with due reference to its high character as a book which should be in the hands of every family. The illustrations are some of them of historical incidents, relating to the condition of woman in foreign countries and former times; some refer to existing employments in other countries; some to the quiet beauty of a happy home; others to the various occupations in which woman has been, or is likely to be, engaged; while a few refer to that period, which we hope is far distant, when women will enter upon a political career, and forgetting the graces and delicacy which now cause them to be loved, honored, and reverenced, will become brawling politicians, greedy office-seekers, and bold, hard, unwomanly aspirants for place and power. We have sought, in these last illustrations, "to hold the mirror up to nature," not in an unkindly, but a dissuasive spirit, hoping that all sensible, thoughtful women, seeing what unseemly creatures they would become by plunging into a political career, might be led to avoid the danger, and give their powerful influence against it.

THE PUBLISHER.

CULTIVATION OF SMALL FRUITS.

KITCHEN EDUCATION.

A USEFUL AND APPROPRIATE EMPLOYMENT.

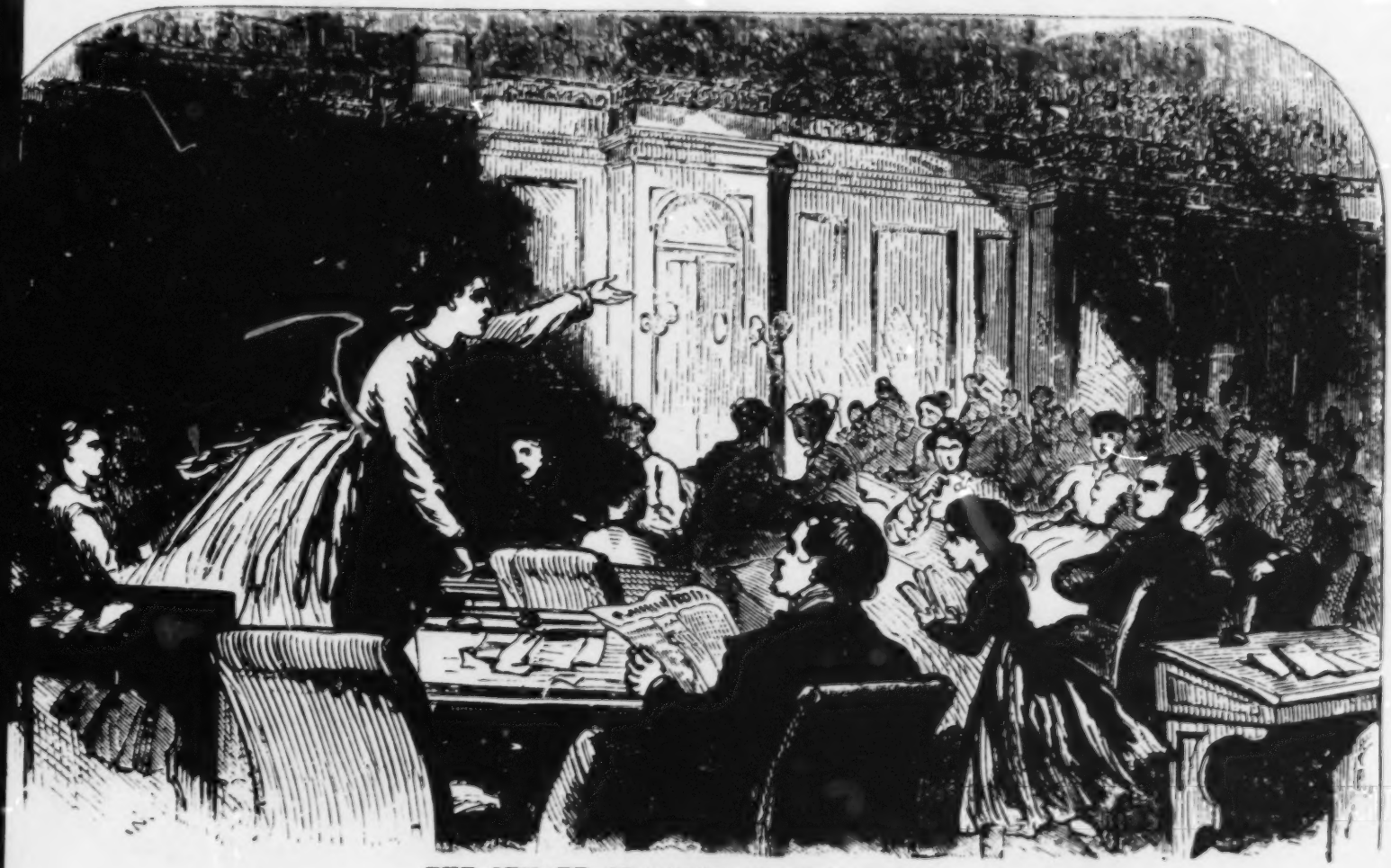
WHAT IS TAUGHT IN FASHIONABLE FEMALE BOARDING-SCHOOLS.

WOMEN ENGAGED IN THE FINE ARTS.

SENSIBLE.

ABSURD AND EXTRAVAGANT.

THE SUPREME COURT AS RE-ORGANIZED.



THE SENATE CHAMBER AS IT MAY BE.

PRESIDENTIAL CAMPAIGN DEMONSTRATION.

WOMEN AT THE POLLS.

THE WIFE AND MOTHER AT A PRIMARY,

THE FATHER STAYS AT HOME, ATTENDING TO THE CHILDREN.

IE CANVASS FOR GOVERNOR IN A WESTERN STATE. THE MALE AND FEMALE CANDIDATES STUMP THE STATE TOGETHER.

CHEAP CLOTHING—THE SLAVES OF THE "SWEATERS."—Drawn by W. A. Rogers
(Harper's Weekly, 1890, p. 335)

SENECA FALLS DECLARATION OF SENTIMENTS
ADOPTED BY THE SENECA FALLS CONVENTION, JULY 19-20, 1848

When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with inpunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

...*Resolved*, That such laws as conflict, in any way, with the true and substantial happiness of woman, are contrary to the great precept of nature and of no validity, for this is "superior in obligation to any other."

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man's equal—was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights they want.

Resolved, That inasmuch as man, while claiming for himself intellectual superiority, does accord to women moral superiority, it is pre-eminently his duty to encourage her to speak and teach, as she has an opportunity, in all religious assemblies.

Resolved, That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.

Resolved, That the objection of indelicacy and impropriety, which is so often brought against woman when she addresses a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert or in feats of the circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt custom and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.

Resolved, That the equality of human rights results necessarily from the fact of the identity of the race in capabilities and responsibilities.

Resolved, therefore, That, being invested by the Creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the rights and duty of woman, equally with man, to promote every righteous cause by every righteous means; and especially in regard to the great subjects of morals and religion, it is self-evidently her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking, by any instrumentalities proper to be used, and in any assemblies proper to be held; and this being a self-evident truth growing out of the divinely implanted principles of human nature, and custom or authority adverse to it, whether modern or wearing the hoary sanction of antiquity, is to be regarded as a self-evident falsehood, and at war with mankind.

Resolved, That the speedy success of our cause depends upon the zealous and untiring efforts of both men and women, for the overthrow of the monopoly of the pulpit, and for the securing to woman an equal participation with men in the various trades, professions, and commerce.

****

JOINT STATEMENT MADE BY LUCY STONE AND HENRY BLACKWELL AT THEIR MARRIAGE, MAY 1, 1855

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet, in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to, such of the present laws of marriage as refuse to recognize the wife as an independent rational being, while they confer upon the husband an injurious and unnatural superiority, investing him with legal powers which no honorable man would exercise, and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife's person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal, and use of her real estate, unless previously settled upon her or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry.
5. Also against laws which give to the widower so much larger and more permanent interest in the property of the deceased wife than they give to the widow of the deceased husband.
6. Finally, against the whole system by which the "legal existence of the wife is suspended during marriage," so that in most States she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property.

We believe that personal independence and equal human rights can never be forfeited, except for crime; that marriage should be an equal and permanent partnership, and so recognized by law; that until it is so recognized, married partners should provide against the radical injustice of present laws by every means in their power.

We believe that where domestic difficulties arise no appeal should be made to legal tribunals under existing laws, but that all difficulties should be submitted to the equitable adjustment of arbitrators mutually chosen.

Thus reverencing law, we enter protest against rules and customs which are unworthy of the name, since they violate justice, the essence of law.

[Signed]
HENRY B. BLACKWELL
LUCY STONE

****

THE CONGRESSIONAL GLOBE
v. 45, pt. 1, Dec. 1871

IN SENATE.
THURSDAY, *December* 14, 1871.

...Mr. BUCKINGHAM. I present a protest against the extension of suffrage to women. It is signed by Mrs. Elmira Lincoln Phelps,* of Baltimore, corresponding secretary of the National Anti-Suffrage League or Committee of Women, and is said to be signed by three thousand five hundred and ninety-eight other women; and this number, added to those who have already presented like petitions or protests, makes the number more than ten thousand who have been heard on this question as a unit.

This protest is said to contain the names of many of the most highly respectable, influential, and talented women, who reside in ten different States, over sixteen hundred of them in the State of Connecticut. In looking over the names I find that I know many of them, and that they are entitled to great respect. They are not manly women, but women of good sense, and their judgment is entitled to consideration. They do not say anything in regard to the right of suffrage. They do not claim but that they have as good a right by nature to vote as men; nor do they assert but that a boy of ten years of age has as good a right to vote as they; nor do they say that the Government has not a right to adopt some arbitrary rule which shall define who may and who may not exercise the right of suffrage; but they are alarmed and express their alarm. Having, as they claim, now their full share of burdens and responsibilities, they fear that others more bold than they will place upon them other duties and responsibilities unsuited to their physical organization, and therefore they ask Congress to shield them from these dangers.

They say they think the extension of suffrage to them will be adverse to the interests of the workingwomen, that it will introduce a fruitful element of discord in the existing marriage relation; and that it will be fraught with great danger to the general order of the country.

I sympathize with them. I see no possible benefit that can arise by the extension of suffrage to women which shall be of advantage to them or to the country. I send the petition to the desk with its envelope of red, white, and blue, emblematical of their loyalty, [the petition was inclosed in a bag made of alternate stripes of red, white, and blue silk,] and ask that it be referred to the Committee on the Judiciary.

The VICE PRESIDENT. It will be so referred.

*Sister of Emma Willard

"To the Congress of the United States, protesting against an Extension of Suffrage to Women: *

"We the undersigned, do hereby appeal to your honorable body, and desire respectfully to enter our protest against an extension of Suffrage to Women; and in the firm belief that our petition represents the sober convictions of the majority of the women of the country.

"Although we shrink from the notoriety of the public eye, yet we are too deeply and painfully impressed by the grave perils which threaten our peace and happiness in these proposed changes in our civil and political rights, longer to remain silent.

"Because Holy Scriptures inculcates a different and for us higher sphere, apart from public life.

"Because as women we find a full measure of duties, cares, and responsibilities devolving upon us, and we are therefore unwilling to bear other and heavier burdens, and those unsuited to our physical organization.

"Because we hold that an extension of suffrage would be adverse to the interest of the working-women of the country, with whom we heartly sympathize.

"Because these changes must introduce a fruitful element of discord in the existing marriage relation, which would tend to the infinite detriment of children, and increase the already alarming prevalence of divorce throughout the land.

"Because no general law, affecting the condition of all women, should be framed to meet exceptional discontent.

"For these, and many more reasons, do we beg of your wisdom that no law extending suffrage to women may be passed, as the passage of such a law would be fraught with danger so grave to the general order of the country."

****

*This is the petition referred to in above statement.

EQUAL RIGHTS AMENDMENT

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

****

STATEMENT OF PHYLLIS SCHLAFLY, NATIONAL CHAIRMAN, STOP ERA*

I appear here today to oppose passage of H.R. 4346 on behalf of the National Committee to Stop ERA, and our Committees in 36 states.

We oppose H.R. 4346 because it is obvious that all or most of the funds appropriated under this bill will be spent for a purpose which is highly improper and probably illegal, namely, for the ratification of the Equal Rights Amendment, in the same manner as the National Commission on International Women's Year funds have been spent.

On April 2 of this year, the President appointed the National Commission on International Women's Year with Jill Ruckelshaus as chairman and with 35 members. This Commission has already made it abundantly clear that ratification of the Equal Rights Amendment is its priority and possibly its only specific objective. The public record on this is as follows:

1. At its first meeting on April 15, the International Women's Year Commission pledged to give top priority to ratification of the Equal Rights Amendment. The resolution passed by the Commission promised "to do all in our capacity" to see that ERA is ratified "at the earliest possible moment."

2. Following this meeting, there was extensive press coverage in newspapers which publicized this resolution and the fact that ERA is the top priority of the Commission. (E.g., the *New York Daily News*, April 22, 1975.)

3. The Chairman and members of the Commission appeared on the NBC TODAY Show, devoting nearly all their time to ERA.

4. The Chairman appeared on the CBS Woman of the Year program to urge passage of ERA.

5. The Chairman and a Commission member appeared on the ABC ISSUES AND ANSWERS show, devoting practically all their time to ERA.

6. The Chairman and members are outspoken advocates of ERA, having testified at state legislative committees in behalf of ERA and appear in public debates for ERA.

7. No person publicly opposed to ERA was appointed as a member of the Commission.

The International Women's Year Commission has already opened an office in the State Department and hired a staff of 13. The Commission has secured current operating funds from nine Federal agencies... .

We request an audit of the allocation and expenditure of these moneys. Regardless of what purposes the moneys were supposedly allocated for, we are convinced that they are, in fact, being spent for ratification of ERA.

The Equal Rights Amendment is now before the legislatures of the several states. The amending process is the only part of our American Constitutional system in which the Executive Branch has no part. Constitutional amendments are strictly a legislative function. A constitutional amendment goes from Congress to state legislatures. The President and the Governor cannot sign it and cannot veto it. It is improper for Federal money to be spent to force ratification of a constitutional amendment by state legislatures.

In addition, Title 18 of the U.S. Code #1913 makes it illegal for Federal moneys to be spent to lobby for legislation that may come before Congress. It is very likely that the question of whether or not to accept the recisions of ERA by two state legislatures will eventually come back to Congress for acceptance or rejection.

The Commission on International Women's Year is not the first example of the misuse of Federal funds to push for ratification of ERA. The Commission on the Status of Women in the Department of Labor, with an annual budget of at least $80,000 has for years been spending a major portion of its time working for ratification of ERA. This Commission has for years been mailing out expensive booklets printed by the Government Printing Office in behalf of ERA.

We believe that the record shows that if H.R. 4346 is passed, with the inclusion of a sizable appropriation, those funds will, in fact, be spent to lobby for ratification of ERA at the state legislative level and through the media.

In 1975, only one state ratified the Equal Rights Amendment. In June, Missouri became the fifteenth state this year to reject ERA. Is Federal tax money now going to be spent to force ratification of an amendment that cannot succeed on its own merits?

*Sent to the Hearing Before A Subcommittee ... on H.R. 8903 to direct a National Commission on the Observance of International Women's Year...to Organize and Convene a National Women's Conference... September 1975.

We urge, therefore, that your Committee and the U.S. Congress:

1. Defeat H.R. 4346;

2. Require the Commission on International Women's Year to pay back the moneys it has already spent;

3. Order a full and thorough audit of all Federal tax moneys spent to date for ratification of ERA; and,

4. Censure those responsible for the improper expenditures of Federal tax moneys.

Thank you.

****

presidential documents

Title 3—The President

PROCLAMATION 4515

Women's Equality Day, 1977

By the President of the United States of America

A Proclamation

August 26, 1977, is the 57th anniversary of the adoption of the 19th Amendment to the Constitution guaranteeing that the right of United States citizens to vote shall not be denied or abridged by the Federal Government or any state on account of sex.

This was the successful culmination of the struggle of the American Women's Suffrage movement. The right to vote, to participate in the process of framing the laws under which we all live, is fundamental. But it was only the first step in achieving full equality for women. The late Dr. Alice Paul realized this, drafted the Equal Rights Amendment in 1923 and had it introduced in Congress over a period of 49 years, until it passed on March 22, 1972.

Dr. Paul and other early leaders of the movement who did not live to see their work completed were reviled and imprisoned, endured hunger strikes and force-feeding in order to further their cause. Their commitment is an inspiration to women and men today who seek to finally make their dreams a reality. Equal rights for women are an inseparable part of human rights for all.

Strong action is needed to guarantee women total equality in the areas of politics and government, education, employment and related benefits, health care, housing and justice. The needs, hopes and problems of a complex society demand the talents, imagination and dedication of all its citizens without regard to sex. As women achieve equality, men, too, are liberated from ancient prejudices and relieved of arbitrary barriers to personal fulfillment.

This is a crucial point in the struggle to achieve full equality for women under the law. Ratification of the Equal Rights Amendment must be completed by the required number of states by March 1979. The successes of the past were dearly bought, and this final effort will not be easy. Achievement of this goal is essential in order to secure meaningful equality for all our citizens.

NOW, THEREFORE, I, JIMMY CARTER, President of the United States of America, do hereby proclaim August 26, 1977, as Women's Equality Day and do hereby call upon the people of the United States to observe this day with appropriate ceremonies and activity. I further urge all our people to dedicate themselves anew to the goal of achieving equal rights for women under the law.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-sixth day of August, in the year of our Lord nineteen hundred seventy-seven, and of the Independence of the United States of America the two hundred and second.

Jimmy Carter

[FR Doc.77-25340 Filed 8-26-77;3:24 pm]

TOPIC II
GOVERNMENT AND POLITICS

Constitutional Theory and Practice

The uniqueness of the United States Constitution, as the oldest written plan of government still functioning in the world derives from generations, even centuries, of political thought based upon a knowledge of human behavior.

3. WHILE THE FRAMEWORK OF THE CONSTITUTION WAS INTENDED TO ENSURE STABILITY OF GOVERNMENT, IT WAS ALSO DESIGNED TO PROVIDE ELASTICITY TO ADAPT TO THE TIMES.

   - How have Constitutional amendments affected the rights of blacks and women?
     - amendments 13, 14, 15, 19
   - What effect did the passage of the 14th amendment have upon women? (This is a good place to use the trial of Susan B. Anthony: *Moving On: The History Resource Packet*, New York State Education Department, 1976. Bureau of General Education Curriculum Development.)
   - ERA controversy: nature of amending process

Note: The passage of these amendments can be used to illustrate the workings of the government.

Reference

Flexner, Eleanor, *Century of Struggle*. New York: Antheneum, 1974.

Political Leadership and Decision-Making

The strength and quality of the leadership within each branch of the government at any given time affects the degree of adherence to the constitutional principles of separation of powers and checks and balances.

4. THE NATURE OF THE AMERICAN PRESIDENCY IS DETERMINED NOT ONLY BY THE PERSON WHO OCCUPIES THE OFFICE BUT BY THOSE WHO ADVISE HIM/HER AND THE TIMES DURING WHICH HE/SHE SERVES.

Note: The original wording of this understanding tends to preclude the possibility of a woman as President. This is an issue to discuss with students as they work toward this understanding. Note, for example, that women have been placed in nomination for Vice President ("Sissy" Farenthold in 1972.)

This is not a complete reprint of Topic II of the Syllabus for Social Studies 11. Only relevant understandings are included.

Additional Questions

To the question on the role of presidential advisors add:
- unofficial: Eleanor Roosevelt; Lady Bird Johnson; Betty Ford; Rosalynn Carter
- official and unofficial: Mary McLeod Bethune

References

Bethune, Mary McLeod, "A College on a Garbage Dump," in *Black Women in White America*, Gerda Lerner, ed., New York: Vintage, 1973.
Lash, Joseph, *Eleanor and Franklin*. New York. Norton, 1971.

5. THERE HAVE BEEN MANY INSTANCES OF EXTRAORDINARY LEADERSHIP AND POWER DISPLAYED, OR INFLUENCE EXERTED UPON LEGISLATIVE DECISIONS, BY INDIVIDUALS OR BY CONGRESSIONAL COMMITTEES.

Additional Questions

- How have women secured the passage of legislation protecting women and children?
  - protective legislation in the 19th century
  - the Women's Bureau
- What role have women played, in the passage of legislation affecting women; in other Congressional activities?
  - passage of Public Law 94-167, providing for State and National Conferences on Women; the role of Bella Abzug, Jill Ruckelshaus, and others
  - the role of Barbara Jordan in the hearings concerning Watergate
  - the campaign to add the Equal Rights Amendment

References

Addams, Jane, *Twenty Years at Hull House*. New York: Signet, 1960.
Anderson, Mary, *Woman at Work: The Autobiography of Mary Anderson as Told to Mary N. Winslow*. Minneapolis: Univ. of Minnesota Press, 1951.
Chafe, William H., *The American Woman*. London: Oxford Univ. Press, 1972.
National Commission on the Observance of International Women's Year, "To Form a More Perfect Union:" *Justice for American Women*. Washington: The United States Printing Office, 1976.

6. THE PRINCIPLE OF JUDICIAL REVIEW HAS BECOME A PART OF THE UNITED STATES SYSTEM OF GOVERNMENT MORE THROUGH USAGE THAN BY CONSTITUTIONAL MANDATE.

Additional Questions

To the question on the Supreme Court and controversy add a controversy of the 1970's, the abortion decision.
- the Supreme Court upholds abortion reform
- anti-abortion groups, presidential candidates and Constitutional amendment
- other issues, such as sick leave time for pregnancy, and equal qualifications for jobs can be used

References

Materials for Using American Issues Forum in the American History Classroom, Topic III, "Certain Unalienable Rights," pp. 62-64.
Sarvis, Betty and Rodman, Hyman, *The Abortion Controversy*. New York: Columbia Univ. Press, 1973.

Acting either as an individual or as part of a group, the citizen has obligations and responsibilities in a democracy to participate in the decision-making process.

9. ONE OF THE MOST IMPORTANT MEANS OF CITIZEN EXPRESSION OF POLITICAL PREFERENCE IS THROUGH POLITICAL PARTIES.

Additional Questions

To the question on third or minor political parties add the Woman's Party.

The National Woman's Party was not a political party as much as it was an opposition movement. It was organized in 1916 in the twelve states in which women could vote in the presidential election. It ran no candidates for office. Its sole purpose was to attack Democratic candidates and oppose President Wilson on the theory that the party in power was responsible for denying women the vote.

References

Irwin, Mrs. Inez Hayes, *The Story of the Woman's Party*. New York: Harcourt, Brace and Co., 1921.
O'Neill, William, *The Woman Movement, Feminism in the U.S. and England*. New York: Barnes and Noble, 1969.
Stevens, Doris, *Jailed for Freedom*. New York: Schocken, 1976.

10. CITIZEN PARTICIPATION IN GOVERNMENT, ESSENTIAL TO A DEMOCRACY, TAKES MANY FORMS AT ALL LEVELS OF GOVERNMENT.

Additional Questions

- How do reforms get enacted?
  - labor protective legislation on state and federal legislation on state and federal level
  - child labor laws
  - the Consumers League

References

Abbot, Edith, *Women in Industry*. New York: D. Appleton and Co., 1918.
Goldmark, Josephine, *Impatient Crusader*. Biography of Florence Kelley, Urbana: Univ. of Illiniois Press, 1953.

New York State Government

The New York State Government is unique in many ways, although it tends to parallel the government of the United States in regard to structure and to the political life of its citizens.

15. NEW YORK STATE HAS PROVIDED OUTSTANDING LEADERSHIP IN RESOLVING PROBLEMS COMMON TO ALL STATES.

Additional Questions

Add to the question about "Progressive, forward-looking social legislation"
- abortion legislation
- the Human Rights Commission, Title VII
- changes in credit status for women

References

Alexander, Shana, *Women's Legal Rights*. Los Angeles: Wollstonecraft, Inc., 1975.

Human Rights Law, as amended through August 11, 1975, New York State Division of Human Rights. (Order from: 2 World Trade Center, New York, NY 10047.)

Schulder, Diane and Kennedy, Florynce, *Abortion Rap*. New York: McGraw-Hill, 1971.

TOPIC III
AMERICAN ECONOMIC LIFE

The Economy

The problem of scarcity, the basic questions concerning production, and the cost of making choices about production apply to any economic system.

1. THE PROBLEM OF SCARCITY HAS BEEN A MOTIVATING FORCE IN MANY OF THE CHANGES IN AMERICAN LIFE.

Additional Questions

Under the question on scarcity and the settlement of the frontier include:
- the role of the pioneer woman in the frontier economy
- the struggle of the black woman for survival

References

Lerner, Gerda, ed., *Black Women in White America.* New York: Vintage Books, 1973. Chapter 4.
Ross, Nancy W., *Westward the Women.* New York: Alfred Knopf, 1944.
Spruill, Julia C., *Women's Life and World in the Southern Colonies.* Chapel Hill: Univ. of North Carolina Press, 1938.
Stewart, Elinore P., *Letters of a Woman Homesteader.* New York: Univ. of New York Press, 1961.

2. A MARKET ECONOMY MAY UNDERGO MODIFICATIONS AS THE DEGREE OF POWER HELD BY THOSE WHO ANSWER THE BASIC ECONOMIC QUESTIONS CHANGES: WHAT TO PRODUCE? HOW TO COMBINE THE RESOURCES FOR PRODUCTION? FOR WHOM SHALL GOODS BE PRODUCED?

Additional Questions

- What has been the relationship of the economy to women and minorities?
  - economic discrimination - women and minorities
  - comparative wage scales for women and men
  - working women - condition and status
  - women as primary consumers
  - role of the housewife: unpaid labor
  - the volunteers and the economy

References

Bird, Caroline, *Born Female: The High Cost of Keeping Women Down.* New York: David McKay Co., Inc., 1968.
Freidan, Betty, *Feminine Mystique.* New York: W.W. Norton, 1963.
Gray, Betty M., "Economics of Sex Bias," *Nation.* June 14, 1971.

This is not a complete reprint of Topic III of the Syllabus for Social Studies 11. Only relevant understandings are included.

Materials you can order —

From: Superintendent of Documents
U.S. Government Printing Office
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"Age Discrimination in Employment Act," $.25
"Careers for Women in the '70's," $.40
"A Working Woman's Guide to Her Job Rights," No. 55, $.60

Helen L. Sumner, *History of Women in Industry in the United States*. (Report on Conditions of Women and Child Wage-Earners in the United States, Vol. IX, 61st Congress, 2nd session, Senate Document No. 645.) $15. (Ask your library to order this one.)

From: Women and Volunteerism Task Force
445 Michigan Avenue
Berkeley, California 94707

"Volunteerism: What's It All About," $1.50

From: Women's Bureau
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

"The Economic Role of Women"
"A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States and Local Areas"
"Fact Sheet on the Earnings Gap"
"Guide to Conducting a Consultation on Women's Employment with Employers and Union Representatives"

From: Mailing Room, Building 7
Research Park
Cornell University
Ithaca, New York 14853

Kathryn E. Walker and William H. Gauger, "The Dollar Value of Household Work," No. 60, $.25.

3. AN IMPORTANT FACTOR IN ASSESSING AMERICAN ECONOMIC CHANGE AT ANY GIVEN TIME IS THAT OF OPPORTUNITY (ALTERNATIVE OR REAL) COST.

Additional Questions

- What is the opportunity cost of economic discrimination?
- Who benefits?

References

Kreps, Juanita Morris, *Sex in the Marketplace*. Baltimore: John Hopkins Press, 1971.

Lloyd, Cynthia B., *Sex, Discrimination, and the Division of Labor.* New York: Columbia Univ. Press, 1975.
Madden, Janice Fanning, *The Economics of Sex Discrimination.* Lexington, Mass.: Lexington Books, 1973.

Mercantile Capitalism

Under this system, the individual entrepreneur is associated with trade and banking, rather than industrial production. Mercantile capitalists set the stage for modern capitalism by introducing practices which determined and promoted profits.

4. THE BASIC TENETS OF CAPITALISM WERE INTRODUCED TO THE BRITISH COLONIES AT THE TIME OF THEIR FOUNDING.

Additional Questions

- How did mercantile capitalism use women? slaves? indentured servants?

References

Demos, John, *A Little Commonwealth: Family Life in the Plymouth Colony.* London: Oxford Univ. Press, 1970.
Dexter, Elizabeth, *Colonial Women of Affairs: Women in Business and the Professions in America Before 1776.* Boston: Houghton-Mifflin, 1924.
Genovese, Eugene, *Roll Jordan Roll.* New York: Panetheon, 1974.
Morris, Richard B., *Government and Labor in Early America.* New York: Columbia Univ. Press, 1946.

Industrial Capitalism

This system is based on laissez-faire. It is characterized by (1) private ownership of the means of production; (2) free exchange of goods and services in a market economy; and (3) political authority limited to facilitating the exchange.

5. THE AMERICAN REVOLUTION AND THE EVENTS WHICH IMMEDIATELY FOLLOWED BROUGHT ABOUT THE TRANSITION FROM MERCANTILE TO INDUSTRIAL CAPITALISM.

Additional Questions

- What recommendation did Hamilton's financial program make concerning employment of women and children?

References

Lerner, Gerda, *The Woman in American History.* Reading, Mass.: Addison-Wesley, 1971.

6. REGIONAL SPECIALIZATION AND EXPANSION WESTWARD MARKED THE DEVELOPMENT OF INDUSTRIAL CAPITALISM IN THE UNITED STATES.

Additional Questions

Under the question on "changes in the east..." add the role of women in the New England textile mills.

References

Abbott, Edith, *Women in Industry*. New York: D. Appleton & Co., 1908.
Lerner, Gerda, "The Lady and the Mill Girl: Changes in the Status of Women in the Age of Jackson," *Midcontinent American Studies Journal*, X #1. Spring, 1969. Bobbs Merrill Reprints.
Materials For Using American Issues Forum in the American History Classroom, Topic V, "Working In America," Part I, pp. 23-29.

Finance Capitalism

In this stage, finance and banking interests are generally removed from direct involvement in industrial production. Capital is furnished for far-flung investment and development, both at home and abroad.

7. IN MID-19TH CENTURY UNITED STATES, EXPANDING INDUSTRIAL INSTITUTIONS AND LARGE-SCALE CORPORATE INVESTMENT BROUGHT BOTH PHENOMENAL INDUSTRIAL GROWTH AND INCREASED ORGANIZED EFFORTS FOR GOVERNMENT RESTRICTIONS.

Additional Questions

Under the question on the American labor movement include:
- the Garment workers organize women
- the National Women's Trade Union League
- the organizing work of Mother Jones

• The women's bank: recent developments

References

Jones, Mother, *The Autobiography of Mother Jones*. Chicago: Charles H. Kerr Publishing Company, 1925.
Lerner, Gerda, *The Woman In American History*. Reading, Mass.: Addison-Wesley, 1971.
Maupin, Joyce, *Labor Heroines: Ten Women Who Led the Struggle*. $.75 plus $.25 mailing - Union W.P.G.E. P.O. Box 62, Berkeley, California 94701.

Government Involvement

Although the federal government has never subscribed to a completely laissez-faire policy, since 1930 the policy of the federal government has been one of increasing concern for the public welfare and greater control of economic activity, resulting in a definite trend toward a managed economy.

8. SINCE THE BEGINNINGS OF THE FRANKLIN D. ROOSEVELT ERA, THE FEDERAL GOVERNMENT ROLE OF SOCIAL RESPONSIBILITY HAS GROWN UNTIL IT NOW AFFECTS MOST OF THE POPULATION.

Additional Questions

Under the question on the "New Deal... approach to social responsibility" include:
- the Women's Bureau
- protective legislation for women and children

Under the question on "...successive administrations...and the concern of government for the welfare of the people" include:
- OEDC - Human Rights Commission

References

Anderson, Mary, *Women at Work*. Minneapolis: Univ. of Minnesota Press, 1951.

Materials for Using American Issues Forum in the American History Classroom, Topic V, "Working In America," Part III, pp. 184-197, concerns welfare; pp. 159-167 concerns equality in employment.

Generalizations

The generalization that "consumers largely determine what shall be produced" has implications for women. Women make consuming decisions but not production decisions in this economy. Betty Friedan contends that women are manipulated as consumers while control over production remains in the hands, for the most part, of male industrial producers.

References

Friedan, Betty. *The Feminine Mystique*. New York: W. W. Norton, 1963.

TOPIC IV
AMERICAN CIVILIZATION IN HISTORICAL PERSPECTIVE

Education

As American society became more complex, the function or role of education in the national life took on greater dimension or importance in the attempt of the American people to achieve their goals.

1. THE BELIEF THAT DEMOCRATIC SOCIETY IS DEPENDENT UPON THE EDUCATION OF ITS CITIZENS UNDERLIES THE HISTORY OF FREE PUBLIC EDUCATION.

Additional Questions

- In what ways were women educated differently from men?
  - in the colonial period
  - in the 19th century
  - today

References

Gordon, Ann D., Buhle, Mari Jo and Schrom, Nancy E., "Women in American Society," *Radical America*, Vol. V, No. 4. July, August, 1971.

Howe, Florence, "The Education of Women, 1970," Martina Horner, "A Bright Woman is Caught" in *The American Sisterhood*, Wendy Martin, ed. New York: Harper and Row, 1972.

Lerner, Gerda, *The Woman in American History*. Reading, Mass.: Addison-Wesley, 1971.

2. THE NOTABLE EXPANSION OF EDUCATION IS A RESPONSE TO THE STIMULUS OF POWERFUL FORCES IN AMERICAN SOCIETY.

Additional Questions

Under the question on the modification of education in response to a rapidly changing society include:
- changes in women's education, colonial period through the present

References

Woody, Thomas, *A History of Women's Education in the United States*. New York: Octagon, 1966.

See also References for Understanding 1 of this topic.

This is not a complete reprint of Topic IV of the Syllabus for Social Studies 11. Only relevant understandings are included.

3. LEARNING IS ULTIMATELY A SOLITARY ATTAINMENT IN WHICH THE INDIVIDUAL IS INFLUENCED BY INFORMAL, AS WELL AS BY FORMAL EDUCATION.

Additional Questions

- How do Americans learn what their culture expects of them?
  - women's magazines, any issues, 19th century to 1977
  - men's magazines
  - etiquette books of any vintage; "Dear Abby" or "Ann Landers"
  - textbooks and children's books
  - popular song lyrics
  - novels and films
  - television situation comedies and soap operas
  - clubs, Boy and Girl Scouts: note changes in programs and restrictions
  - Little League teams which have evolved during the 20th century

References

Dick and Jane as Victims, Sex Stereotyping in Children's Readers, A Study by Women on Words and Images. Princeton, New Jersey, 1972.
Eisen, Jonathan, ed., *The Age of Rock*. New York: Penguin Books, 1974.
"Girls and Boys Together," A Bibliography of Non-Sexist Children's Literature. Whitestone, New York: Feminist Book Mart, 1974.
Haskell, Molly, *From Reverence to Rape, the Treatment of Women in the Movies*. New York: Penguin Books, 1974.
"Oldies but Baddies" (sexist hits of the fifties), Fran Taylor, *Second Wave*, Vol. 3, No. 2.

An invaluable resource for this understanding is *Window Dressing on the Set*, the report of the United States Commission on Civil Rights concerning women and minorities in television. It includes tables which show characters in the various television programs identified by program, race, ethnicity, sex and occupation, as well as an interesting, introductory chapter which provides a survey of the changes over the past several decades.

Creativity in America

Creative expression in the arts and sciences from colonial time to the present has evolved from adaptation of European contributions to the development of indigenous American styles.

4. IN THE FIELDS OF THE ARTS AND THE SCIENCES, AMERICANS UNTIL RECENTLY RELYING HEAVILY UPON A FOUNDATION OF KNOWLEDGE AND EXPERTISE DEVELOPED BY EUROPEANS, MADE ADAPTATIONS AND INNOVATIONS THAT REFLECTED THE AMERICAN WAY OF LIFE.

Additional Questions

- To what extent have American women played prominent roles in the field of anthropology?
  - Ruth Benedict - studies of Japanese
  - Margaret Mead - significance of childhood and youth cultural development and traditions

- How did the domestic arts combine American utility and creativity?
  - quilt making and needlework
  - Indian rug weaving
- How have women played a part in the development of American art?
  - Mary Cassatt
  - Georgia O'Keefe

References

The center for the History of American Needlework is dedicated to the reconstruction of the "history of women's aesthetic development in the United States." The Center maintains an archive, publishes a research journal and arranges lectures. It has available for rental or purchase slide and filmstrip material. One in particular seems interesting, "Needlework as a Historical Resource on Women." (Can be ordered from Artists & Alchemists, 31 Chapel Lane, Riverside, Connecticut 06878.)

Munsterberg, Hugo, *The History of Women Artists*. New York: Potter, 1975.

Riechard, Gladys A., *Spider Woman: A Story of Navajo Weavers and Chanters*. New York: J.J. Augustin Publishers, 1934. Reprint, New Mexico: Rio Grande Press, 1968.

6. IN MODERN TIMES THE UNITED STATES HAS DELVED DEEPLY INTO BASIC RESEARCH AND EXPLORED NEW HORIZONS IN THE ARTS AND SCIENCES.

Additional Questions

- How have women artists explored new directions in the 20th century?

References

Chicago, Judy, *Through the Flower, my struggle as a woman artist*. New York: Doubleday, 1975.

Skiles, Jacqueline, *The Women Artists' Movement*. Pittsburgh: Know, Inc. Order from: Know, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221, $.40.

7. IN THE UNITED STATES CREATIVE PEOPLE AS INNOVATORS IN THE ARTS AND SCIENCES HAVE FACED VARYING DEGREES OF DIFFICULTY IN GAINING ACCEPTANCE OF THEIR WORK AND IDEAS.

Additional Questions

Under question on slow recognition in America include:
- a number of books now identify many 19th century women as prolific writers. (Note: Emily Dickinson preferred obscurity; to what degree would this make such a comparison invalid?) The career of Sarah Josepha Hale would be a good case study.

9. DUE TO THE INCREASING MECHANIZATION OF OUR SOCIETY INDIVIDUALS ARE FACED WITH THE CHOICE BETWEEN ACCEPTING ANONYMITY OR SEARCHING CREATIVELY FOR PERSONAL IDENTITY.

Additional Questions

- How have women expressed their personal identity through their art?
  - dancers - Katherine Dunham, Martha Graham and Isadora Duncan
  - conductor - Antonia Brico, Sarah Caldwell

References

Chujoy, Anatole and Manchester, P.W., ed., *The Dance Encyclopedia*. New York: Simon and Schuster, 1967.

Collins, Judy and Godmilow, Jill, *Antonia: A Portrait of the Woman, 1974*.

Dunham, Katherine, *A Touch of Innocence*. New York: Harcourt, Brace and World, 1959.

Note: A Department publication contains material useful for case studies of the effect of education upon the changing role of women, and the changing picture of the American family: *Materials for Using the American Issues Forum in the American History Classroom*, Topic VIII, "Growing Up In America," Parts I and II. Albany, 1976. The State Education Department.

Mass Media

The impact of mass media available because of technological advancements poses a problem in regard to the role they should play in American life.

10. THE IDEA OF A COMPLETELY FREE PRESS HAS HAD GENERAL BUT NOT CONTINUOUS ACCEPTANCE IN OUR HISTORY.

Additional Questions

Under question on progress toward a free press include:
- colonial women printers
- 19th century women newspaper editors (Jane Swisshelm and Ida Wells Barnett were two.)
- the role of the newspaper in the feminist movement ("The Revolution," by Cady/Stanton; "The Women's Journal" by Stone.)

References

Lerner, Gerda, *The Woman in American History*. Reading, Mass.: Addison-Wesley, 1971.

11. MASS MEDIA, ALTHOUGH SUBJECT TO BOTH PUBLIC AND PRIVATE CONTROL, PERFORM A SIGNIFICANT ROLE IN AMERICAN LIFE.

Additional Questions

- How does the media reflect women?
  - television soap operas; situation comedies, dramas
  - advertising
  - newspapers and magazines
- In what ways do the media contribute to stereotyping sex roles?
  - All in the Family
  - Mannix
  - The Bionic Woman
  - Happy Days
- What attempts have been made by the media to combat sex role stereotyping? How successful have they been?
  - The Mary Tyler Moore Show (note: probably available only in reruns)
  - Rhoda
  - One Day At A Time
  - Laverne and Shirley

References

Akamutsu, Muriel, "Liberating the Media: News" and "Liberating the Media: Advertising." Pittsburgh, Pennylsvania: Know, Inc. $.10.

United States Civil Service Commission, *Window Dressing on the Set*. Washington: U.S. Government Printing Office, 1977.

Ideological Battles

The ideological struggles, which have created varying degrees of turmoil in American society, have tested and will continue to test the extent to which any American is permitted the right to express opinions and to respond with dissenting opinions.

12. ONE MEASURE OF DEMOCRACY IN THE UNITED STATES HAS BEEN THE RELATIVE FREEDOM WITH WHICH DIFFERENCES OF OPINION COULD FIND EXPRESSION IN VARIOUS ASPECTS OF LIFE AND THOUGHT.

Additional Questions

Under the question on public expression of differences of opinion include:
- the ideas of the women's liberation movement
- compare the above with ideas of women's movements in the past

References

Flexner, Eleanor, *Century of Struggle: The Women's Rights Movement in the U.S.* New York: Atheneum, 1974.

Hole, Judith and Levine, Ellen, *Rebirth of Feminism*. Quadrangle, 1971.

13. A REACTIONARY POLITICAL CLIMATE HAS RESULTED AT TIMES IN OUR HISTORY FROM EXPLOITATIONS OF FEARS OR OVERSIMPLIFICATION OF SOLUTIONS TO PROBLEMS.

Additional Questions

Under the question on "Labels" include:
- 19th century labels - "strong-minded women" and "Fanny Wrightist"
- 20th century label - "woman libber"
- Phyllis Schlafly - "Anti-ERA"

Social Control

Social control presents a problem in a democratic society for it normally involves the conformity of the individual to a set of rules of conduct evolved by that society.

16. TO A GREAT DEGREE, SOCIAL CONTROL IN THE UNITED STATES HAS REFLECTED THE ACCEPTED VALUE PATTERNS AT VARIOUS STAGES IN OUR HISTORY.

Additional Questions

- What is the role of the family in social control? Does sex role indoctrination contribute to social control? How do contemporary Americans raise their children?
- Why has wife abuse recently emerged as a social problem? Why wasn't it mentioned in most accounts of nineteenth century family life?
- How do changing attitudes about rape reflect changes in value patterns?

References

Bell, Norman W., and Vogel, Ezra F., ed., *The Family*. New York: The Free Press, 1969.

Brownmiller, Susan, *Against Our Will*. New York: Simon and Schuster, 1976.

Gordon, Michael, ed., *The American Family in Social Historical Perspective*. New York: St. Martin's Press, 1973.

17. AN AREA OF INCREASING CONCERN IN OUR SOCIETY TODAY IS THE RESPONSIBILITY OF EACH INDIVIDUAL IN PROTECTING THE LIFE AND PROPERTY OF OTHERS.

Additional Questions

Under the question on the fear of involvement include:
- the case of Kitty Genovese, the woman who was attacked and killed, although 38 people heard her screams for help
- Why has the crime of rape been so little reported in the past?

TOPIC V
THE UNITED STATES IN WORLD AFFAIRS

The Expanding Nation

United States imperialism was an outgrowth of the enthusiasm for expansion, beginning with Manifest Destiny.

4. DESPITE OPPOSITION, THE DOMESTIC DEMANDS OF THE AMERICAN PEOPLE FOR TERRITORIAL EXPANSION DURING THE FIRST HALF OF THE 19TH CENTURY BROUGHT ENDORSEMENT OF THE POLICY OF MANIFEST DESTINY.

References

For information on the American Settlements in Oregon see: Ross, Nancy W., *Westward the Women.* New York: Alfred Knopf, 1944.

Power and Commitment

During the first third of the 20th century, the United States faced opportunities for world leadership but tended to vacillate as to the directions it would pursue in regard to foreign policy.

7. EVENTS ON BOTH THE NATIONAL AND INTERNATIONAL SCENES HELPED MOVE THE UNITED STATES FROM NEUTRALITY TOWARD EUROPE TO FULL INVOLVEMENT IN WORLD AFFAIRS.

Additional Questions

Under the question on the domestic effort to keep us neutral during the early years of the Wilson administration include:
- the Women's International League for Peace and Freedom
- Jane Addams, (winner of the Nobel Peace Prize, 1931)
- Jeannette Rankin, only member of the House of Representatives to vote against U.S. entry into both World War I and World War II

References

Davis, Allen F., *American Heroine, The Life and Legend of Jane Addams.* New York: Oxford Univ. Press, 1973.

This is not a complete reprint of Topic V of the Syllabus for Social Studies 11. Only relevant understandings are included.

12. UNITED STATES PARTICIPATION ON SUCH INTERNATIONAL PROGRAMS AS THE UNITED NATIONS HAS BEEN LARGELY AIMED AT RECONCILING OUR INTERESTS WITH THOSE OF OTHER NATIONS AND THUS IN PROMOTING THE WELFARE OF MANKIND.

Additional Questions

- How has some of the UN work particularly benefitted women?
  - 1975, the International Women's Year
  - UNICEF, UNESCO, UNRRA